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***Frank Duffin—****LDC Project Manager and Secondary Literacy Specialist* [fduffin@psesd.org](mailto:fduffin@psesd.org)

***Lindsey Stevens—****Social Studies Teacher* [lindsey\_stevens@sumnersd.org](mailto:lindsey_stevens@sumnersd.org)

LDC Days 1 & 2 Workshop Agenda

Goals of the Literacy Design Collaborative (LDC) Workshop:

* Identify the staircase of complexity in the Common Core Standards (CCSS) for literacy from grade level to grade level
* Analyze the instructional shifts hardwired to the CCSS for literacy in all disciplines
* Design a task that is appropriate to the content (reading), text type, text structure, and written document appropriate for the audience
* Develop a module that addresses the CCSS instructional shifts
* Develop a module for the next marking period that
* Engages students in doing the task
* Helps students develop and practice the skills they need to master your task
* Addresses the CCSS instructional shifts

Materials

Each participant will need the following:

* A laptop with internet access to support online collaboration
* Curriculum materials you will be teaching during the next marking period
* An electronic or hard copy of the *Email-able 1.0 Guidebook to LDC*
* An electronic or hard copy of the Common Core State Standards for literacy

**Electronic Resources**

* All of the documents can be accessed at <http://literacy.psesd.org/>
* Edmodo— <https://www.edmodo.com/home#/group?id=6125156>
* Twitter— <https://twitter.com/PSESDLiteracy>
* Facebook— <https://www.facebook.com/PugetSoundLDC>
* SurveyMonkey— <https://www.surveymonkey.com/s/W6FF8BZ>

**AGENDA—Days 1 & 2**

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| **Guiding Question: How will this workshop benefit the students we serve?** |
| **Focus / Activity** |
| **Welcome and Overview** |
| **Identify the staircase of complexity in the Common Core Standards (CCSS) for literacy from grade level to grade level**   * Fist-to-five familiarity with the CCSS * CCSS questions and concerns using Twitter and a TweetUP |
| **Analyze the instructional shifts hardwired to the CCSS for literacy in all disciplines**   * Elbow Partner   + Identify the major expectations at your grade level and content area   + Compare your grade level expectations to the grade before it and after it   + Be prepared to share your comparisons with the entire group   + TweetUP your responses to the questions, concerns, and new insights to the CCSS |
| **Design a task that is appropriate to the content (reading), text type, text structure, and written document appropriate for the audience**   * Work with a partner in your content area to identify content you want your students to go deeply into over the next marking period—roughly between 2 to 4 weeks * Decide if you want the students to argue, inform/explain, or narrate (text type) about the content * Decide the appropriate text structure (definition, description, procedural/sequential, synthesis, analysis, comparison, evaluation, problem-solution, cause-effect) for your text structure * Copy and paste the task on a Word Document and fill in the template blanks * Reflect on the task in relation to the criteria for a great teaching task and revise your task if necessary * Review another teaching task and give feedback on the Word Document * Be prepared to post outstanding feedback on Edmodo |
| **Develop a module for the next marking period that**   * Engages students in doing the task * Helps students develop and practice the skills they need to master your task * Addresses the CCSS instructional shifts |
| **Homework**   * Between now and our scoring workshop, implement your module and be prepared to bring student work to the workshop |